DOCUMENT RESUME

ED 163 271 08 CE 018 958

AUTHOR	Martin, Joan
TITLE	Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-7: Staff Development.
INSTITUTION	California State Univ., Fresno.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
PUB DATE	78
NOTE	34p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
AVAILABLE FROM	Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Core Curriculum; Higher Education; Learning Activities; Learning Modules; Performance Based Teacher Education; Personal Growth; *Staff Improvement; *Teacher Education Curriculum; *Vocational Education

ABSTRACT

This module on staff development is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) nature and scope of staff development; (2) training needs assessment; (3) personal growth objectives; (4) orienting the new employee; and (5) staff development issues. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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ED163271

Common Core Curriculum
for Vocational Education

D-7

STAFF DEVELOPMENT

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Category D:

ADMINISTRATION AND SUPERVISION

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1978

CE 018 958

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in California. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

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COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

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This work was developed under a contract with the California State Department of Education under the provisions of Public Law 90-5-76, EPDA, Part F. However, the opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education and no official endorsement by the State Department of Education should be inferred.

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STAFF DEVELOPMENT

Module Objective

Upon the satisfactory completion of this module, the student preparing to become a teacher of vocational education will have examined the nature and scope of staff development/inservice education and developed several components of the staff development functions. Specifically, the student will be able to:

(1) Interpret the nature and scope of staff development programs.

(2) Determine training needs of vocational instructors.

(3) Design a personal-professional growth contract relating to staff development.

(4) Design a program for orienting new employees.

(5) Interpret problems unique to staff development.

Module Overview

Staff development refers to the procedures and processes provided faculty to continue to grow personally and professionally within their educational role. In the literature on staff development, many descriptions of the process exist--inservice education, faculty improvement, faculty development, instructional improvement, inservice teacher education, training and development. In this module, staff development and inservice education are treated as similar administrative functions.

Vocational instructors arrive on the job from a variety of backgrounds. In certain vocational service areas, they come mainly from four year baccalaureate programs; in other service areas, the majority come from business and industry. All vary in the amount of experience they have had in the work force, in preparation for teaching, and in their experiences with young people. Some will be full-time instructors; others will teach part-time while still maintaining other employment. All will have unique learning needs. As a vocational supervisor, coordinator or director, it will be your job to facilitate their growth as professional members of your staff.

Staff development is not academic classroom education. It is concerned with how instructors operate "on the job." Its purpose is to assist students' learning through the continued professional growth of their teachers. It is imperative that faculty have opportunities to implement the new developments in curriculum, instructional technology, organizational patterns, and teaching/learning styles. Legislative mandates, changing job markets, non-traditional students, and occupational sex stereotyping and bias are all issues facing the vocational teacher. Staff development becomes a major function of the vocational administrator to help teachers meet these issues.

Universities and colleges, state departments of education, and other agencies can provide assistance, but the most effective staff/development/inservice programs are indigenous operations, planned to meet unique needs in the local setting.

Much of the recent literature on staff development comes from the community colleges. Many characteristics of the community college--open door policy, community orientation, teaching emphasis, high number of part-time instructors, occupational programs, non-traditional students (heterogenous, varying academic and skill backgrounds, integrated student body)--apply to the setting in which vocational administrators find themselves. Thus, many of the references used in this module concern community college experience in staff development. The observations made, however, are pertinent to administrators operating at any educational level.

This module is designed to introduce you to some of the processes--and the potential--of staff development.

You will first look at the broad base of staff development--what it is; what have been common practices; what practices are emerging. You will then look at ways you can determine training needs. A third lesson involves you in one of the emerging practices in the field of staff development--the professional growth contract. The fourth lesson addresses one of the common tasks of a supervisor/coordinator--orienting the new employee. The final lesson looks at issues surrounding staff development.

Resource Materials for Completing the Activities in this Module

Beach, Dale S. Personnel: The Management of People at Work. New York: Macmillan, (3rd ed.), 1975.

Bender, L. W., and R. L. Breuder. "Part-Time Teachers - Step Children of the Community College," Community College Review, 1 (April 1973), 29-37.

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Carpenter, Bruce, et. al. Competency-Based Vocational Education: Inservice Education. Lexington, Kentucky: Curriculum Development Center for Kentucky, University of Kentucky, 1976.

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Centra, John. Faculty Development Practices in U. S. Colleges and Universities. New Jersey: Education Testing Service, 1976.

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Dade County Public Schools. Performance Based Vocational Teacher Training Modules. Miami, Florida: The School Board of Dade County, Vocational Curriculum Materials Service, 1973.

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Identification of Professional Competencies Necessary for Teachers of Disadvantaged and Handicapped Youth. ERIC Document Ed 216 309, 1975.

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"Individualizing Inservice Education," The Practitioner. Vol. 18, No. 1 (October 1977). Reston, Virginia: National Association of Secondary School Principals.

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Kennedy, G. "Preparation, Orientation, Utilization and Acceptance of Part-time Instructors," Junior College Journal. Vol. 37, No. 7 (April 1967), 14-15.

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O'Cebero, James. "Helping Teachers Grow Professionally," Educational Leadership. (December 1976), 194-199.

Profile of Vocational Educators, Preliminary Report. California State Department of Education. ERIC Document ED 126 284, 1974.

Public Law 94-482. Title II: Vocational Education.

"Prompting Professional Growth and Staff Development," Curriculum for a Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Pullman, Washington: Washington State University, College of Education. ERIC Document Ed 188 563, 1976.

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Rose, Homer C. The Instructor and His Job. Chicago: American Technical Society, 1966.

Rubin, Louis, (ed.). Improving Inservice Education. Boston: Allyn and Bacon, 1971.

Schafer, Michael. The Student Role of Teachers: Faculty Development in the Community College. Gainesville, Florida: Institute of Higher Education, University of Florida, June, 1976.

"Some Perspectives on Staff Development," Community and Junior College Journal. 43 (October 1971), 14-19.

"Staff Development for Part-time Occupational-Vocational Instructors." ERIC Document Ed 116 732.

"Teacher Centers," Educational Leadership. Vol. 33, No. 6 (March 1976).

Thornbury, Robert. Teaching Centers. Agathon Press, 1974.

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Wallace, Terry. "Community College Staff Development: An Annotated Bibliography." University Park: Pennsylvania State University, 1974. ERIC Document Ed 094 822.

Williams, F. N. "The Neglected Teachers: Part Time Faculty," Adult Leadership. Vol. 21, No. 3 (September 1972), 83-84.

STAFF DEVELOPMENT

Lesson One: Nature and Scope of Staff Development

Objective

Upon the satisfactory completion of this lesson, the student will be able to interpret the nature and scope of staff development programs through (1) defining staff development; (2) examining traditional approaches; and (3) describing emerging practices.

Overview

Inservice education has long been considered essential in vocational education. Most vocational education service areas (agriculture, business and office, distributive, health, home economics, industrial arts, technical, trade and industrial) have some form of inservice education component identified for implementation at the state level. Vocational education legislation has supported these inservice functions. The Vocational Education Act of 1976 (PL 94-482), Section 135, states: "Funds available to states. . . may be used to support programs or projects designed to improve the qualifications of persons serving or preparing to serve in vocational education programs, including teachers, administrators, supervisors and vocational guidance and counseling personnel...."

The programs designed to meet inservice needs have varied. Historically, institutes, consultants, state and district teacher conferences, workshops, university courses, summer school, evening courses, curriculum development workshops, and supervisory visits have served as inservice education activities for vocational administrators and teachers.

A new approach to improving qualifications of those involved in vocational education is labeled "staff development." It expands traditional inservice methods and activities to include competency based programs, internships, teacher centers, personal and professional development plans and use of instructional development staff specialists.

In this lesson you will examine some of the traditional and emerging concepts of staff development/inservice programs. (The terms are often used interchangeably in the literature.)

Suggested Activities

(1) Read "Assumptions Underlying Inservice Vocational Teacher Education Programs" by Alberta Hill in Changing the Role of Vocational Teacher Education by Rupert Evans and David Terry, Ch. 4.

(2) Interview a local vocational education administrator. Discuss staff development/inservice policies and procedures. Identify types of programs, activities, participants, and assessment. Write a brief report of the interview. Discuss whether or not the assumptions presented by Hill were implemented in staff development practices.

(3) Attend a staff development/inservice meeting sponsored by a vocational service area at the state, county, or local level. Identify how the need was identified, types of participants present, general overview of objectives, and purpose of activity. Share report in a seminar setting or write a brief report for instructor.

(4) Prepare a paper based on search of the literature that defines staff development/inservice education and presents an overview of some programs in action or proposed. Draw a relationship between the programs reviewed and your potential vocational education supervision and coordination role.

Readings may be selected from the following references. Additional references may be located through ERIC and the Education Index.

Suggested References

Berman, Louise. Supervision, Staff Development and Leadership. Columbus: Charles E. Merrill, 1971.

Centra, John. Faculty Development Practices in U. S. Colleges and Universities. Princeton, New Jersey: Educational Testing Service, 1976.

Chan, Betty. "Branching Out: The Staff Development Program at Parkland College," Community College Frontiers. Vol. 1 (Winter 1974), 21-25.

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DeVore, Paul. Variables Affecting Change in Inservice Education, Final Report. Morgantown, West Virginia: West Virginia University.

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Goodrich, Andres. "The Now Faculty and the New Student," Junior College Journal. Vol. 41, May, 1971, 26-29.

Harris, Ben, and Wailand Bessent. Inservice Education: A Guide to Better Practice. Englewood Cliffs, New Jersey: Prentice-Hall, 1969.

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"Some Perspectives on Staff Development," Community and Junior College Journal. Vol. 43, October, 1971, 14-19.

"Teacher Centers," Educational Leadership. Vol. 33, No. 6, (March 1976).

Thornbury, Robert Teaching Centers. Agathon Press, 1974.

Ulmer, Curtis. "Teacher Training and Supervision," in Administration of Continuing Education. Edited by Nathan Shaw. Washington, D.C.: National Association for Public School Adult Education, 1969, 298-315.

Zion, Carol, and Connie Sutton. "Integrated Inservice Development," New Directions for Community College. Spring, 1973, 41-51.

Upon satisfactory completion of assigned activities, proceed to Lesson 2.

STAFF DEVELOPMENT

Lesson Two: Training Needs Assessment

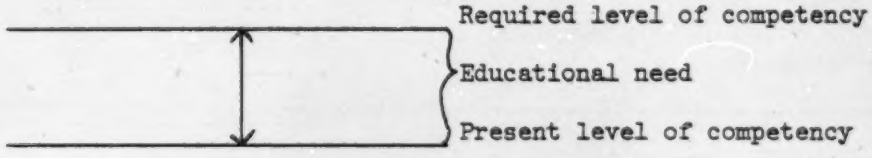
Objective

Upon the satisfactory completion of this lesson, the student will be able to determine training needs of vocational instructors through (1) identifying general training needs common to many vocational instructors; (2) describing techniques used in determining needs, and (3) designing a needs assessment instrument.

Overview

The starting point in developing meaningful, on-going staff development/ inservice education programs is to identify the educational needs of faculty. Too often staff development programs are based on what agencies and colleges think faculty ought to learn, rather than on needs as the faculty perceives them.

Knowles, Modern Practice of Adult Education, 1970, defines an educational need as the gap between an individual's present level of competence and a higher level required for effective performance as defined by the individual, the organization, or society.



General education needs can be ascertained from several sources:

Organizations - In vocational education organizations, needs can be derived from mandates of legislation (i.e., eliminate sex stereotyping and bias, teach handicapped and disadvantaged, and limited English-speaking); from program evaluation and research, and from internal functioning of members.

Community - Parents, business and industry representatives, former students, and advisory committees can help identify specific and general concerns that may relate to training needs.

Individuals - Personal growth objectives, assessment in relation to identified competencies, performance evaluations, and student evaluations can all help pinpoint learning needs.

A crucial element in the skill of the vocational education supervisor or coordinator is ability and sensitivity in helping instructors assess their educational needs, those of the field in general, and their organization in particular; the skillful coordinator should be prepared to negotiate some congruence between them and then to stimulate action on the needs. Three basic techniques exist to move from general identification of potential need to specific learning needs: Surveys, organizational audit, and individual assessment.

This lesson is designed to help you generalize about potential training needs of vocational instructors, examine ways to document those needs, and design a training needs assessment instrument to verify the needs with instructors.

Suggested Activities

(1) Locate references that address potential needs of vocational instructors. List and categorize these needs under the headings: (a) organization, (b) community, (c) individual. Identify those that relate to all vocational instructors; those more pertinent to specific vocational service fields.

(2) Compare your list with those of two colleagues. Prepare a master list of needs.

(3) Interview your director or the director of a vocational program. Ask him/her to assess the list with you and discuss which needs would be pertinent to his/her staff. Share results in a seminar setting.

(4) Read the following:

Knowles, Malcolm. Modern Practice of Adult Education. New York: Association Press, 1970, Ch. 5, 91-127.

Morrison, James. "Determining Training Needs," in Training and Development Handbook. Robert Craig, editor. New York: McGraw-Hill, 1976, Ch. 9.

Strategies for Administrative Staff Development: Operational Notebook No. 13. Association of California School Administrators. January, 1975, ERIC Document Ed 102 656.

Journal of Educational Leadership. Vol. 34, December 1976. Issue Topic: The Educational Dollar -- How Much for Staff Development.

(5) From the above readings and others located, prepare a chart that describes needs assessment techniques, their advantages and limitations.

(6) Select a technique suitable for use in your organization. Write a brief report further interpreting the technique and describe how you would use it.

(7) From the above readings and using data gained from activities No. 1 and 2, design a training needs assessment instrument that will allow for faculty input on potential needs.

Suggested References

A Profile of Vocational Educators, Preliminary Report. California State Department of Education. ERIC Document Ed 126 284, 1974.

Bender, L. W., and R. L. Breuder. "Part-time Teachers - Step Children of the Community College," Community College Review. 1 (1) April, 1973, 29-37.

Deliver Vocational Instruction to Adult Learner. Southern Illinois University. ERIC Document Ed 127 469, 1976.

Hammons, James, and Wallace Terry. "Planning for Staff Development," Community College Frontiers. Vol. 3, Spring, 1975, 38-45.

Hodgkinson, Harold. "Adult Development: Implications for Faculty and Administrators," Educational Record. Fall, 1974, 263-274.

Identification of Professional Competencies Necessary for Teachers of Disadvantaged and Handicapped Youth. ERIC Document Ed 126 309, 1975.

Identification of Professional Competencies Necessary for Teachers of Disadvantaged and Handicapped Youth. Supplemental ERIC Document Ed 126 310.

O'Bannion, Terry. Teachers for Tomorrow: Staff Development in the Community/Junior College. Tucson: University of Arizona Press, 1973, Ch. 3-6.

Public Law 94-482. Title II: Vocational Education.

Upon successful completion of assigned activities, proceed to Lesson 3.

STAFF DEVELOPMENT

Lesson Three: Personal Growth Objectives

Objective

Upon satisfactory completion of this lesson, the student will be able to design a professional/personal growth contract relating to staff development.

Overview

As stated in Lesson Two, the faculty needs to perceive staff development goals/needs as their own. Effective staff development programs go beyond the "one shot" workshop or meeting; they are integrated into the mainstream of the organization and continual. O'Bannion, Teachers for Tomorrow, 1973, indicates the basis for integration is the individual staff member's specification of personal needs and plans for long range professional development. This concept is supported by Morrison, Determining Training Needs, 1976, and Centra, Faculty Development Practice in U. S. Colleges and Universities, 1976. Morrison indicates that increasingly the key to maximum effectiveness of the training program is to have the participant identify individual growth objectives and then build them into the training design.

In this lesson you will design a professional growth contract relating to your needs as a vocational education coordinator/supervisor who will have some responsibility for staff development. It can serve as a model when you help others design similar contracts for themselves.

Suggested Activities

(1) From the following readings, compile examples of models used for personal growth contracts. Share in seminar setting.

Centra, John. Faculty Development Practices in U. S. Colleges and Universities. New Jersey: Education Testing Service, 1976, 62.

Educational Leadership, Vol. 34, December, 1976, 198-199.

Knowles, Malcolm. Self-Directed Learning. New York: Association Press, 1975; or, listen to his tape, "How Competency Based Education Can be Effectively Used in Training." (AID-77-25A.)

Laird, Dugan. "Learner Controlled Instruction," in Training and Development Handbook, Robert Craig, editor. 1976, Ch. 42.

Schaefer, Michael. The Student Role of Teachers: Faculty Development in the Community College. Gainesville, Florida: Institute of Higher Education, University of Florida, June, 1970. (ERIC Ed 034 333)

(2) Using a model from Activity No. 1, design a personal, professional growth contract. Negotiate the contract with your instructor and peers. Complete contract; share result in seminar setting.

Upon successful completion of assigned activities, proceed to Lesson 4.

STAFF DEVELOPMENT

Lesson Four: Orienting the New Employee

Objective

Upon satisfactory completion of this lesson, the student will be able to design a program for orienting new employees by (1) identifying advantages and processes of orienting new employees and (2) examining various approaches from the literature and actual organizations.

Overview

Employee training is a continuous process for the supervisor. Learning by trial and error is too costly, especially for new employees who need to feel that the organization is willing to invest a little time and money to help them get started.

A positive, well-planned orientation program can be highly effective in several ways as new employees face unfamiliar working environments:

> First impressions are extremely important to a great many persons. They color the attitudes new employees will maintain throughout their stay with the organization.
>
> New employees often face new problems, disappointments, and perhaps disillusionment during the first few months. Many of these problems can be faced and solved with the help of a perceptive supervisor, who, during the orientation period, has opened lines of communication and counseling with the employee.
>
> First year turnover wherein valuable employees are lost can be minimized when the supervisor gets the employee off to a good start.

The orientation process is particularly important for technical faculty coming into the school setting from the business world since they are generally not familiar with education jargon, norms of educational institutions, work routines, and the expectations of peers and students.

Most new teachers want to know about educational policies that affect them, record keeping, how to order materials, accepted ways of reporting to parents, discipline policies and other matters that affect their day to day operations.

Competencies identified for the vocational teacher can serve as a starting point for his/her orientation and follow-up training. Survival competencies for the instructor coming into a vocational program with no preservice education include ability to:

Determine needs and interests of students
Develop a lesson plan
Select instructional materials
Assess student performance -- knowledge and skills
Demonstrate a manipulative skill
Determine grades
Assist students in developing self discipline

Many organizations have formalized the orientation process to the extent of spelling out the responsibilities of various people and units. A simple induction procedure for use by the supervisor can be presented in six steps:

Welcome new employees and learn more about them
Explain the work and the part they are to perform
Let them know what is expected of them
Show them around and introduce to fellow employees
Turn them over to a sponsor or other instructor
Follow up on their progress.

The above is the very minimum induction a new employee should receive.

This lesson is designed to help you examine various approaches to orientation and to develop a model program for use with vocational instructors.

Suggested Activities

(1) Read Berliner & McLarney, Management Practices and Training, pages 416-435, for an overview of the orientation process, its importance and examples of checklists.

(2) Research the literature concerning supervision and find five examples of orientation programs. Make a list of advantages of programs described.

(3) Visit five organizations. Write a report on how they induct new employees and their orientation philosophy. Attach any forms or checklists they use. Analyze and evaluate the strengths and weaknesses of each program. If the organizations visited were not educational organizations, describe how you could adapt their procedures to the educational setting.

(4) Design an orientation program for part-time vocational instructors. Include a statement of organizational philosophy, objectives for the inductee, responsibilities assigned to various staff members of the school and a checklist to cover at least two months' activities.

Suggested Resources

Berliner, William H., and William J. McLarney. Management Practice and Training. Homewood, Illinois: Richard D. Irwin (6th ed.) 1974.

Beach, Dale S. Personnel: The Management of People at Work. New York: Macmillan, (3rd ed.), 1975.

Crane, Donald P. Personnel Management: A Situational Approach. Belmont, California: Wadsworth, 1974.

Ficker, Victor B. Effective Supervision. Columbus: Charles E. Merrill, 1975.

Glueck, William F. Personnel: A Diagnostic Approach. Dallas: Business Publications, 1974.

Knowles, Malcolm S. The Modern Practice of Adult Education. New York: Association Press, 1970.

O'Banion, Terry. Teachers for Tomorrow. Tucson, Arizona: University of Arizona Press, 1973.

Rose, Homer C. The Instructor and His Job. Chicago: American Technical Society, 1966.

Streicher, Sid. Functional Supervision: The Management of People at Work. University of Texas at Austin, 1974.

Upon successful completion of assigned activities, proceed to Lesson 5.

STAFF DEVELOPMENT

Lesson Five: Staff Development Issues

Objective

Upon the satisfactory completion of this lesson, the student will be able to interpret problems unique to staff development through (1) examining issues/problems that hinder developing effective staff development programs, (2) describing impact of collective bargaining on staff development, (3) describing special problems associated with part-time faculty.

Overview

If vocational education programs are to grow in quality as well as quantity, if the needs of minority, handicapped and disadvantaged youth and adult are to be met, if those who need retraining are to be trained, if sex stereotyping and bias is to be eliminated, it is imperative that immediate and considerable attention be given to those who staff vocational programs.

If staff development programs are to be designed to meet the needs of vocational teachers, primary responsibility must be assumed by the district and and individual teachers. Staff development must be important enough for the school to integrate it as a primary activity; otherwise, it remains an option for teachers. Vocational education departments must define their own needs for staff development and provide funds to support programs.

As noted in lesson one, inservice/staff development programs are too often offered by outside agencies without much consideration for real faculty needs. If they are to be effective, they need much more development, integration, and organization than they presently receive. Funds must be available to convert the pot pourri of activities into meaningful programs. Commitment to staff development programs is vital at all levels--individual, school, state, federal.

This lesson is designed to help you explore issues critical to successful staff development.

Suggested Activities

(1) From your readings for Lessons 1 through 4, develop a list of issues and problems critical to persons responsible for staff development. In small groups, analyze and categorize the issues.

(2) Meet with your local site administrator (or select a school with instructor approval if you are not employed) responsible for staff

development functions. Ask the administrator to rank the issues from most to least critical. Discuss with him/her the iasues. Discuss fiscal allotments and funding procedures available for staff development. Write a brief report of the meeting.

(3) Read item 8, "Inservice Education Program Bogs Down," from Rolling Hills High School In-Basket Exercise. Assume this is a system-wide inservice training program with the theme, "Making the Curriculum Relevant," but with leeway at each site to plan unique programs within the same general theme. What kinds of suggestions would you make to Mr. Kendricks? Why do you suppose the program has been unsatisfactory? What would you suggest to Mr. Kendricks concerning the planning process itself? If you were the school vocational coordinator (rather than principal) what would you do with the time made available by cancellation of the meeting? (Description of vocational staff and courses is in school description section of the in-basket.)

(4) Locate two articles on collective bargaining in school systems. Write a synopsis of each. Prepare three questions suitable for seminar discussion that address the influence collective bargaining could have on staff development programs. Submit papers and questions to instructor.

(5) Locate articles on the role of part-time faculty. From your readings, propose 3-5 training situations that could exist when a vocational department has a large number of part-time faculty.

(6) Participate in seminar discussion with invited staff development specialists. Discuss with specialists and peers the issues and questions raised from preceeding activities.

Suggested References

Bender, L. W., and J. Hammons. "Adjunct Faculty: Forgotten and Neglected," Community and Junior College Journal. Vol. 43, No. 2 (October 1972), 20-22.

Kennedy, G. "Preparation, Orientation, Utilization, and Acceptance of Part-Time Instructors," Junior College Journal. Vol. 27, No. 7 (April 1976), 14-15.

Literature of Staff Development: Emphases and Shortcomings. ERIC Document Ed 094 822.

Nelson, James. "Collective Bargaining: An Instrument for Staff Development," Community and Junior College Journal. 43 (October 1971), 27.

Staff Development for Part-Time Occupational Vocational Instructors. ERIC Document Ed 116 732.

Williams, F. N. "The Neglected Teacher: The Part-Time Faculty," Adult Leadership. Vol. 21, No. 3 (September 1972), 83-84.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

STAFF DEVELOPMENT

MODULE PRE/POSTTEST

Student _____

Instructor _____

Date _____

Student: This pre/posttest is designed to assess your knowledge of staff development. Since this module is an individualized and competency based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. The terms "inservice education" and "staff development" are used frequently in education, often interchangeably. State your interpretation of each term.

2. List methods and activities associated with traditional inservice programs and those emerging in staff development programs.

Established Inservice	Emerging Staff Development

3. Describe criteria or guidelines for what you consider to be an effective staff development/inservice program in an educational setting.

Module Pre/posttest (continued)

4. Define the term "needs assessment" in the context of staff development/ inservice education.

5. Identify techniques useful in determining faculty development or training.

6. Discuss the value of a staff development/inservice program based upon needs of individual teachers.

7. Why is an orientation/induction program important for new, transferred or promoted employees?

8. Describe a minimum orientation program for a new employee.

Module Pre/posttest (continued)

9. List issues, problems, and special situations that face the vocational coordinator responsible for staff development. Identify at least five.

Return this test to your instructor.

STAFF DEVELOPMENT

ANSWER KEY
MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1) "Inservice education" is used in education to define programs and activities designed for the continuing education of a person who, through a preservice program, has developed basic skills, knowledge, and attitudes needed to begin his/her professional role. (Hill, 1971.)

The purpose of inservice education has been to update and upgrade the collective skills of the faculty. Too often inservice programs have been planned on a mass basis of assumed teacher need rather than on a careful analysis of the individual needs of both teacher and student. Traditional programs feature information-gathering activities: workshops, college courses, institutes, conventions. Programs that stress use of what is learned have been infrequent.

"Staff development" merges traditional inservice programs into an individualized, integrated approach. Its purpose is to enhance the opportunities for student learning through the continual professional growth of faculty.

Staff development programs are closely related to job functions and synchronized with professional appraisals (ideally). They are based upon individual, school, and district needs assessments. Objectives and activities are cooperatively planned and evaluated by faculty and administrators. There is a direct link between planning and student performance.

2. (L1) The best references for responses to this item are Knowles, Modern Practice of Adult Education, and Morrison's chapter on "Determining Training Needs" in Training and Development Handbook, Robert Craig, editor.

Procedures typically associated with inservice education are also applicable to staff development functions. The major difference is that staff development includes a needs establishment base, increased involvement of participants in the planning and operation of the activities, and follow through with implementation and evaluation. More individualized and group process techniques are also utilized in staff development.

Module Pre/posttest Anwer Key (continued)

Established Inservice	Emerging Staff Development
Workshops	Teacher centers
General meetings	Support specialists - media instructional
College courses	Practices, evaluation
Institutes	Auto-critique evaluation (video-tape)
Conventions	Planned faculty professionalization (PFPT)
Visitations	Sequenced peer teaching
Professional days	Organizational development practices
Faculty meetings	Individualized growth contracts
Field trips	
Sabbaticals	
Consultants	
Professional publications	

3. (L1, 5) Criteria for effective programs:

a. Objectives arise from an assessment of needs of individual teachers
b. Administrators (supervisors, coordinators, principals) plan
c. Program implementation consists of a variety of options determined by individual teachers
d. Time is allowed for teachers to meet their objectives
e. Motivation is intrinsic as well as extrinsic
f. Evaluation of developmental experiences is based on the degree the activity actually assists the teacher to accomplish the objectives

Guidelines for Inservice Education:

a. People work as individuals and as members of groups on problems significant to them
b. The same people who work on problems formulate goals and plan how they will work
c. Many opportunities are developed for people to relate to each other
d. Continuous attention is given to individual and to group problem solving
e. Atmosphere is created that is conducive to building mutual support, respect, permissiveness, and creativeness
f. Multiple and rich resources are made available and used
g. The simplest possible means are developed to move through decisions to actions
h. Constant encouragement is present to test and to try new ideas and plans in real situations
i. Appraisal is made an integral part of developmental activities
j. Continuous attention is given to the interrelationships of different groups
k. Individual differences among members of each group are accepted and utilized
l. Activities are related to pertinent aspects of the current educational, political, and economic scene

Criteria for determining effectiveness (Michael Schafer, The Student Role of Teachers: Faculty Development in the Community College).

a. A significant number of faculty, students, administrators, and others are involved in total program
b. New practices or expansion of existing practices are developed
c. Programs are flexible enough to meet changing individual needs
d. Practices relate to individual goals of faculty as well as to those of the institutions
e. Participants are involved in the planning process
f. Plans for programs are carefully detailed
g. Plans include an assessment of potential spin-off
h. Programs include means for reinforcing the involvement of participants
i. Programs include specific criteria for evaluation
j. Plans include a breakdown of costs and means for accounting
k. Implementation of practices should follow the plans developed as closely as possible
l. Evaluation should be carried out by those involved
m. Communication should be clear and explicit
n. Evaluation should include cost/effectiveness analyses

Additional guidelines

a. Staff development inservice should be closely integrated with teaching responsibilities
b. Release time should be considered for professional growth
c. Programs are interrelated and continuous
d. Programs have complete backing of administration
e. Adequate financing is available

4. (L2) Staff development/inservice education programs begin with an analysis of faculty needs as identified by the faculty.

"Needs assessment" is used primarily in business and industry to determine particular skills that require development to do a better job.

Needs assessment techniques are used to identify both training and developmental needs of faculty.

A training need may exist any time an actual condition differs from a desired condition--where a change in present practices can bring about desired performance. A developmental need deals with the total growth and effectiveness of the individual, particularly as that person grows toward the potential he or she seems capable of achieving.

5. (L2) The following techniques may be used to determine both organizational and individual faculty development needs.

Module Pre/posttest Answer Key (continued)

Surveys

Educational needs survey
Employee attitude survey
Consumer or customer survey
Delphi Technique (method of systematically soliciting, collecting and tabulating expert opinion - usually forecasting future needs)
Problem surveys (problem analyses, sorts)

Organizational Audits

Personnel records
Skills inventories
Student achievements

Individual Needs

Interviews
Training needs questionnaire
Needs analyses rating forms
Performance appraisal data (against identified teacher competencies)

6. (L3) While teachers share collective goals, individual goals are of more immediate concern. The coordination of staff development/inservice education with teacher goals can lead to more enthusiastic responses and greater innovations by faculty. Activities planned by participants are more apt to be attractive and relevant to them than are activities planned by others. Professional growth is a commitment to lifelong learning; it is something done by individuals for themselves. Assistance and support by administrators is vital, however.

7. (L4) First impressions are extremely important to many people. An employee who is given a comprehensive orientation is likely to start with a positive attitude about the organization. It shows the supervisor cares about the employee's welfare.

It is important that the supervisor immediately open up strong lines of communication with the new employee. He/she will face many new problems, disappointments, and perhaps disillusionments during the initial work period. If the employee feels free and comfortable in bringing such problems to the supervisor he/she can help the employee solve them.

First year turnover, high among many organizations, can be minimized when the supervisor gets the employee off to a good start.

Many vocational teachers come from business and industry and need to learn educational jargon, norms of educational institutions, work routines, expectations of peers and students, organizational policies, record keeping, how to order materials, accepted ways of reporting to parents, discipline policies, etc.

Module Pre/posttest Answer Key (continued)

New employees are generally interested, receptive, and eager to cooperate. They welcome attention from the supervisor, accept suggestions, and constructive criticism. This is a "learnable moment" and the supervisor should use it to build good attitudes toward the job, the level of effort that will be required, the behavior that will be expected, quality requirements, and safe working habits.

8. (L4) Welcome the new employee and learn something of his/her background.

Explain the work and the part they are to perform.

Let them know what is expected of them.

Show them around and introduce them to fellow employees.

Turn them over to a sponsor or other instructor.

Follow up on their progress.

9. (L5) Representative answers could include:

a. Teacher motivation
b. Availability of funds
c. Leadership--inservice not considered major responsibility of administrative personnel
d. Part-time faculty--communication with full-time philosophy of vocational education
e. Collective bargaining
f. Lack of comprehensive plan for staff development

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 ~~Assessing the Job Market and Employment Trends~~

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education